



History Curriculum Overview

Silverdale St John's CE Primary School



YEAR A 2023/2024 2025/2026	Autumn - How Does It Work?	Spring - Watery Worlds	Summer - The Great Outdoors
Curlews Year R/1	A history of transport	Explorers	The Great Fire of London
Bitterns Year 2/3	A history of entertainment	Ancient Mayans	Ancient Greeks
Harriers Year 4/5/6	A history of communication	Ancient Egyptians	The Stone Age to the Iron Age
YEAR B 2022/2023 2024/2025	Autumn - Happy, Healthy Me!	Spring - Time Travel	Summer - Here, There & Everywhere
Curlews Year R/1	My family history	The Victorians	The history of Morecambe Bay
Bitterns Year 2/3	The right to vote	The Romans	The history of Lancaster castle
Harriers Year 4/5/6	Slavery	The Anglo Saxons and Vikings	World War 2 – local history

History - Year A

2023/2024 2025/2026	Autumn - How Does It Work?	Spring - Watery Worlds	Summer - The Great Outdoors
Curlews Year R/1	A history of transport	Explorers	The Great Fire of London
NC Links	<i>Changes within living memory. The lives of significant individuals in the past who have contributed to national and international achievements.</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</i>	<i>Events beyond living memory that are significant nationally or globally. Great fire of London.</i>
Topic outcomes	<ul style="list-style-type: none"> • Demonstrate an understanding of the ways in which travel and transport has changed throughout history. • Know some of the significant people involved in the development of different types of transport including the motor car, aeroplane and train. • Talk about the ways in which developments of travel and transport have had an impact on people's lives and how it may continue to do so in the future. • Imagine and write about the experiences of people at different points in history based on their knowledge of travel and transport available at the time. • Think of some questions for their own enquiries into travel and transport that interest them. • Talk and write about the differences between old and new transport. • Have an understanding of the chronology of the different points in history when various types of transport have been used and invented. 	<ul style="list-style-type: none"> • Order reasons (in order of importance) as to why people might be considered to be significant. • Compare the ways in which we can find out about the recent past and also about explorers from long ago. • Use prompts to describe the key events and achievements in the lives of the explorers studied e.g. Neil Armstrong, Christopher Columbus, Mathew Henson, Felicity Aston, Tenzing Norgay. • Learn about the early polar expeditions and find out who was first to reach the North and South poles. • Make some simple comparisons between explorations in the recent and more distant past. • Talk about some of the ways that we remember significant explorers, discussing how sometimes views about these significant people can change over time. 	<ul style="list-style-type: none"> • Explain how and why London was different in the 17th century – recognise that their own lives are different from the lives of people in the past. • Explain and order the key events of the Great Fire of London. • Explain how and why the fire spread and finally stopped and what changed afterwards. • Explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others.
Bitterns Year 2/3	A history of entertainment	Ancient Mayans	Ancient Greeks
NC Links	<i>A study of an aspect or theme in British history which extends pupils' knowledge beyond 1066 – entertainment in 20th century.</i>	<i>A non –European society that provides a contrast with British history. Mayan civilization AD900.</i>	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i>
Topic outcomes	<ul style="list-style-type: none"> • Create a timeline of entertainment over the 20th / 21st century including radio, music, television, games consoles and internet. • Describe features of these forms of entertainment and how they have developed over time. • Identify where the forms of entertainment studied fit into a chronological framework by noting connections, trends and contrasts over time. • Compare two forms of entertainment such as vinyl and Spotify or early and modern games consoles. • Research the companies and significant individuals involved in their production. • Describe the impact these inventions have had on the world. 	<ul style="list-style-type: none"> • Locate on a map where the ancient Maya people lived, naming some major features and cities such as Chichen Itza. • Create a timeline of events in the Mayan civilization and compare to a British / world timeline of the same period. • Examine the different types of evidence that tell us about the Maya, asking and answering questions. • Explain different ritual elements of the ancient Maya religion and describe some of the main gods. • Explore the methods of farming practised by the Maya and some of the foods they farmed, hunted and gathered, particularly maize and cacao. • Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Mayan civilisation. 	<ul style="list-style-type: none"> • Order a number of significant events from ancient Greek times on a timeline. • Identify some of the impacts of Alexander the Great's Empire. • Research and describe some key features of the everyday lives of people living in ancient Greece, such as food, education, jobs, housing and entertainment. • Name some similarities and differences between life in ancient Athens and life in ancient Sparta. • Answer some questions by finding evidence from primary sources and start to understand the difference between primary and secondary sources. • Make some comparisons between the modern and ancient Olympic Games. • Find out about some ancient Greek gods and goddesses. • Use primary and secondary sources to gather clues about the myth of the Trojan War, beginning to evaluate the usefulness of different sources.
Harriers Year 4/5/6	A history of communication	Ancient Egyptians	The Stone Age to the Iron Age
NC Links	<i>A study of an aspect or theme in British history which extends pupils' knowledge beyond 1066 – communication in 20th century.</i>	<i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt.</i>	<i>Changes in Britain from the Stone Age to the Iron Age. -Late Neolithic hunter gatherers and early farmers, for example Skara Brae. -Bronze Age religion, technology and travel, for example Stonehenge. -Iron Age hill forts: tribal kingdoms, farming, art and culture.</i>
Topic outcomes	<ul style="list-style-type: none"> • Create a timeline of communication over the 20th / 21st century including telephone, fax, email, text, social media. • Describe features of these forms of communication and how they have developed over time. • Compare two forms of communication such as fax or instant messenger or early and modern telephones. • Analyse connections, trends and contrasts over time. • Research the companies and significant individuals involved in their production. • Develop an understanding of what else was going on in the world at the time these forms of communication were first used. • Describe the impact these inventions have had on the world both positive and negative. 	<ul style="list-style-type: none"> • Know where and when the Egyptians lived through looking at maps and artefacts. • Compare the ancient Egyptian civilization to British society at the time. • Discover how the Ancient Egyptian civilisation came to an end and learn about the evidence of Ancient Egypt that exists in modern Egypt today. • Raise questions and draw inferences around the life of King Tutankhamun by studying artefacts. • Understand important aspects of the daily life of the Ancient Egyptians; including jobs, food, clothing and games. • Address and devise historically valid questions about change, cause, similarity. • Compare the powers of different Egyptian gods and learn about ancient Egyptian beliefs about the afterlife, including mummification. • Understand the use of hieroglyphs as a form of communication and recording. • Describe the River Nile's impact on civilisation in Egypt. • Begin to evaluate sources to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. • Develop the appropriate use of historical terms such as 'BC/AD', 'civilisation' and 'artefact'. 	<ul style="list-style-type: none"> • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. • Explain the different challenges of survival for early man. • Know how tools changed during the Stone Age to make hunting more successful. • Explain how Skara Brae was discovered. • Describe how Skara Brae shows that Stone Age people were beginning to change how they lived. • Explain why Bronze Age people mined copper and some of the jobs copper miners used to do. • Explain why there are many ideas about how Stonehenge was used. • Describe how hillforts were designed to protect Iron Age tribes • Explain what archaeologists now think about Druids. • Explain why the evidence we have from the Romans about Iron Age Druids might be unreliable. • Explain how homes changed from the Stone Age to the Iron Age.

History - Year B

2022/2023 2024/2025	Autumn - Happy, Healthy Me!	Spring - Time Travel	Summer - Here, There and Everywhere
Curlews Year R/1	My family history	The Victorians	The history of Morecambe Bay
NC Links	Changes within living memory.	Changes within living memory and beyond living memory (Victorians). Where appropriate, these should be used to reveal aspects of change in national life.	Significant historical events, people and places in their own locality.
Topic outcomes	<ul style="list-style-type: none"> • Recognise the distinction between present and past in their own and other people's lives. • Identify significant events in their own life. • Create a timeline of their own life, placing events in chronological order. • Ask and answer questions about their own family history. • Create a family tree, making links between family members. • Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past). 	<ul style="list-style-type: none"> • Explain what they know about toys today, describing the features of different toys. • Compare two toys from different time periods, identifying similarities and differences. Begin to suggest reasons for this. • Create a timeline of toys from present day, parents, grandparents, to Victorians. • Think of some questions for their own enquiries into other aspects of everyday life throughout this time period. – food, clothes, school. • Identify some similarities and differences between ways of life in different periods. • Identify different sources we can use to find out about the past. Use them to ask and answer simple questions. • Use words and phrases relating to the passing of time. • Compare and contrast life today to life in Victorian times. • Show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). 	<ul style="list-style-type: none"> • Learn about the history of Morecambe Bay from the Victorian era to its golden age in the 1930s -1950s to present day. • Give reasons as to why it was so popular. • Compare and contrast old and new photographs, postcards and maps of the local area. Describe how the area has changed over time. • Discuss possible reasons why it may have changed. • Place photographs in order from earliest to most recent, using vocabulary related to the passing of time. • Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, film, buildings and written sources. • Identify some similarities and differences between ways of life in different periods by using primary sources to gather information. • Use prior knowledge of life in the Victorian era to make links between the past and present day. • Find out about significant people from the local area.
Bitterns Year 2/3	The right to vote	The Romans	The history of Lancaster Castle
NC Links	A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066. Changes in an aspect of social history – The right for women to vote.	<p>The Roman Empire and its impact on Britain.</p> <p>-The Roman Empire by 42AD and the power of its army.</p> <p>-British resistance – Boudicca.</p> <p>-Romanisation of Britain. The impact of technology, culture and beliefs, including early Christianity. Local study – How several aspects of national history are reflected in the locality- Lancaster, Hadrian's Wall.</p>	Local study – A study of an aspect of history or a <u>site</u> dating from a period beyond 1066 which is significant to the locality – Lancaster Castle (Pendle witches)
Topic outcomes	<ul style="list-style-type: none"> • Understand the importance of the 'Representation of the People Act' and how it impacted women's lives. • Describe some of the events which led to women being given the right to vote. • Know some of the key figures in the Votes for Women campaign. • Discuss the lasting impact of the Votes for Women campaign and discuss what life may be like today for women without the right to vote. • Compare the approaches of the Suffragettes and Suffragists. • Understand what is meant by the terms 'parliament', 'general election', 'suffrage', 'democracy' and 'emancipation'. 	<ul style="list-style-type: none"> • Order a number of significant events from the Roman-British era on a timeline. • Use maps to show the spread of the Roman empire over time. • Find out about aspects of Roman daily life and record a number of key facts – clothing, homes, religion, food, entertainment, health and medicine and crime and punishment. • Ask questions about historical artefacts and answer some key questions by finding evidence from primary sources. • Use primary and secondary sources to gain a clearer understanding of the Roman-British era. • Make sound deductions about the lives of people in the past and compare them to our lives today. • Identify why a good road network and well-planned towns were so important to the Romans. • Recognise and describe the different viewpoints relating to Boudicca's Rebellion. • Evaluate and describe the impact and legacy of the Romans on Britain. • Find out about evidence of Roman life in our own locality – Lancaster. 	<ul style="list-style-type: none"> • Research castles and develop an understanding of their use and why they are designed in such a way. • Learn about some notable castles in the UK and the history surrounding them. • Identify significant events or people related to Lancaster castle. • Create a timeline of Lancaster Castle's history from its Roman foundations to recent history as a prison. • Record and present information from a visit to the castle. • Create a case study of the Pendle Witches trial at Lancaster Castle. • Plot the Pendle Witches trial on a timeline of Stuart history and research further areas of interest e.g. the plague, the gunpowder plot. • Develop an understanding of why a fear of witches existed during this period. • Explore the reasons why someone might be accused of witchcraft and methods for determining if someone was guilty. • Identify some of the different ways in which the past can be represented e.g. artists' pictures, museum displays, written sources. • Understand how our knowledge of the past is constructed from a range of sources and that different versions of the past events may exist. • Begin to consider the reliability of sources. • Describe what life might be like now if we still believed in witches.
Harriers Year 4/5/6	Slavery	The Anglo-Saxons and Vikings	World War 2 - Local history
NC Links	A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066. Changes in an aspect of social history – Slavery (local study).	<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>-Anglo- Saxon invasions, settlements and kingdoms: place names and village life.</p> <p>-Anglo Saxon art and culture. The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <p>-Viking raids and invasions. -Viking daily life. -Edward the confessor and his death in 1066.</p> <p>Local study – How several aspects of national history are reflected in the locality- Silverdale Hoard, Jorvik.</p>	Local study – A study over time tracing how several aspects of national history are reflected in the locality. – World War 2. A study of an aspect or theme in British history that extends pupil's knowledge beyond 1066- A significant turning point in British history.
Topic outcomes	<ul style="list-style-type: none"> • Understand and discuss Britain's involvement in the Transatlantic slave trade. • Understand the terms enslavement, emancipation, colonies, abolition, plantation. • Develop an understanding of and share thoughts on the British Empire and its colonies. • Explain the process of the 'triangular trade' and plot the key points on a map. • Describe the journey and treatment of an enslaved person including capture, transportation, slave markets and plantation life. • Explain the role of significant individuals involved in the slave trade such as abolitionists William Willberforce and Olaudah Equiano and notable slave traders. • Describe the ways in which people protested against slavery. • Explore the significance of the Zong Massacre and the case of James Sommerset in raising awareness of the treatment of enslaved people. • Identify and select primary and secondary sources to gather information. • Describe some of the ways Britain has influenced and been influenced by the wider world. • Develop an understanding of how the slave trade contributed to the wealth of Britain. • Find out about the role Lancaster played in the slave trade. • Research evidence of the slave trade in the local area e.g. statues of slave traders. • Create arguments for and against the removal of such statues e.g. Edward Colston in Bristol 2020. • Understand that modern slavery still exists today and in what forms. 	<ul style="list-style-type: none"> • Say who the Anglo-Saxons and Vikings were and when and why they invaded Britain. • Explain where and why some Viking raids or attacks took place. • Describe and evaluate the influence and actions of some of the main Anglo-Saxon kings and be able to organise information about the Viking and Anglo-Saxon kings onto a timeline. • Explain how life in Britain changed as a result of the Anglo-Saxon and Viking invasions, recognising similarities and differences. • Be able to analyse historical evidence and artefacts to make claims about Anglo-Saxon and Viking life and culture. • Compare and contrast aspects of Anglo Saxon, Viking and modern day everyday life e.g. religion, clothing, homes, food, cultural traditions and crime and punishments. • Establish a narrative showing connections and trends within and across periods of study. • Demonstrate understanding of how the Anglo Saxons and Vikings have shaped British culture and history by composing historically valid questions. • Find out about evidence of Viking life in our own locality – Silverdale Hoard. 	<ul style="list-style-type: none"> • Offer reasons to explain why the war started and which countries were involved. • Evaluate and assess the reason, impact and significance of key wartime events. • Plot key events on a timeline with dates. • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. • Explain the role of significant individuals Winston Churchill and Adolf Hitler and how they influenced public opinion. • Explain how and why the changing role of women was significant to the war effort. • Describe what evacuation and rationing were, explain how they worked and how different people were affected. • Consider what life was like during the Blitz. • Describe the Holocaust and make links and comparisons to issues today. • Identify a range of primary and secondary sources, including the diary of Anne Frank, and use these to ask and answer historically valid questions. • Begin to recognise why some events, people and changes might be judged as more historically significant than others. • Research the events leading up to the end of the war including the D Day landings, the French resistance and the Battle of Berlin. • Find evidence of the war in the local area. • Devise questions to discover local people's first-hand experience of the war. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information.